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ABSTRACT

This report presents an annotated bibliography of literature dealing with sociocultural issues involving Hispanics in the military, particularly the Navy. The 35 entries deal with such topics as the following: enlistment and recruitment, acculturation, language, religious beliefs, locus of control, biculturalism, family values, culture conflict, cultural differences, achievement attitudes, self concept, attitudes toward authority, social attitudes, and role perceptions. In three appendices major authors are listed by year of publication; second, third, and subsequent authors are listed alphabetically; and a subject index is provided. (RDN)

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STUDIES ON SOCIOCULTURAL ISSUES INVOLVING HISPANICS IN THE MILITARY: AN ANNOTATED BIBLIOGRAPHY

BY
HARDEO SAHAI

April 1984

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Research and Studies Division
Program Analysis and Evaluation Directorate
Fort Sheridan, Illinois 60037

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ABSTRACT

This report presents an annotated bibliography of historical literature dealing with sociocultural issues involving Hispanics in the military. The bibliography contains nontechnical summaries of the research memoranda and reports obtained through the Defense Technical Information Center, Alexandria, Virginia. The summaries provide information on research problems, methods, and findings. Methodological details are generally not presented. No attempt has been made to make a critical evaluation of the studies or to pass judgment on the quality of the work. Some annotations have been adopted directly from abstracts or executive summaries provided by the authors; others are written anew.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
DISCLAIMER	ii
ACKNOWLEDGEMENTS	ii
ABSTRACT	ii
TABLE OF CONTENTS	iii
INTRODUCTION	1
DESCRIPTION OF ENTRIES	2
BIBLIOGRAPHY	4
CHRONOLOGICAL LISTING OF FIRST AUTHORS	30
SECOND AUTHOR'S LIST	31
SUBJECT INDEX	33

INTRODUCTION

In the last ten years Hispanic-Americans have become the fastest growing minority group in the United States. During the 1980 census approximately 15 million persons, 6.4 percent of the total population, identified themselves as Hispanic. It is estimated that the U.S. Hispanic population will reach 20 million by 1986, 25 million by late 1990, 41 million by the year 2000, and 47 million by the year 2020, displacing blacks as the country's largest minority group. As the number of Hispanics in this country continues to grow, their influence will be felt by a greater number and variety of organizations and institutions.

The Department of Defense projections indicate that the non-Hispanic manpower pool from which candidates for military service are drawn can be expected to decline until 1995. As a consequence, the Hispanic community is becoming an increasingly important source of military manpower. Department of Education statistics for the Southwest show that 10 percent of all Spanish-surnamed high school graduates enlist in the military. This percentage is higher than that of any other racial/ethnic group in the Southwest.

For the Armed Forces, the Hispanic population offers a fast growing recruiting market beyond the cultural mainstream. To attract Hispanics into the military, recruiting and manpower policies and programs must be formulated that are attuned to the culture of this group, that positively influence Hispanics' propensity for enlistment, and that will result in their success in military service. The Services, particularly the Navy, have recognized both the importance of Hispanics as a manpower source and that recruitment prospecting of this

subpopulation requires better understanding of, and sensitivity to, the social, economic, historical, and ethnic variables that make Hispanics distinct from the mainstream American population. Consequently, a number of studies dealing with recruiting and military service of Hispanics have been sponsored by the Services, most notably the Navy.

This annotated bibliography is intended to provide a convenient summary of those studies. Most of them are of recent orgin and sociopsychological or anthropological in nature. There are earlier studies on the subject of military service issues pertaining to Hispanics, but most of them were not formally published and are, therefore, rarely available.

This bibliography contains nontechnical summaries of the research memoranda and reports obtained through the Defense Technical Information Center, Alexandria, Virginia. The summaries provide information on research problems, methods, and findings. Methodological details are generally not presented. No attempt has been made to make a critical evaluation of the studies or to pass judgment on the quality of the work. Some annotations have been adopted directly from abstracts or executive summaries provided by the authors; others are written anew.

DESCRIPTION OF ENTRIES

The entries are presented in alphabetical order according to the first author's last name. Multiply-authored papers are listed under the first-named author only. For each author, the items of which he/she is the sole author are listed first, in the order of the year of publication, and then the multiple-authored

items of which he/she is the senior author, ordered by the number of authors, alphabetically by successive authors, and then by year. To facilitate a search for entries, three additional listings are provided at the end of the bibliography. The first is a listing of authors by year of publication. Authors with publications during a given year are listed alphabetically under that year. If an author has more than one single or joint publication as a senior author during a particular year, the number of such publications is indicated after the author's name. The second is an alphabetical listing of the second, third, and subsequent authors, followed by the names of all authors as they appear in the bibliography. The third is a subject index indicating the page numbers for entries on specific subjects.

BIBLIOGRAPHY

Booth, R. F. and Newman, K. Social status and minority recruit performance in the Navy: Some implications for Affirmative Action Programs. AD A059098. The Sociological Quarterly, Vol. 17, 1977, pp 564-573.

In this paper the authors compared aptitude, motivation, training completion, and job survival measures for 1,091 black, 192 Hispanic, 186 Asian, and 1,785 white recruits who entered Navy paramedical training in 1973. On the average, the minority groups were found to have lower aptitude and motivational scores than the majority group, but tended to do as well as, and in some cases better than, the majority group on the performance measure. It is hypothesized in the paper that the effects of social status of recruits on their expectations of the working environment account for the apparent discrepancy. Based on these data, the authors suggest that the Navy can select for training minority group personnel for technical training whose chances of remaining on the job are quite good, even though their aptitude and motivation scores would suggest otherwise.

Brown, C. J. Assessment of the Need for Verbal Language Instruction for Navy Recruits. AD A113375. Orlando, FL: Training Analysis and Evaluation Group, Department of the Navy, March 1982.

This study is an investigation of the Navy's problems with recruits who have deficiencies in the verbal comprehension skills necessary to complete recruit training. English language comprehension (ELC) skills, particularly verbal comprehension, of a cross-section of new recruits at each of the three Recruit Training Commands (RTC) - Orlando, Great Lakes, and San Diego - were assessed. In addition, relevant information was gathered to identify the type of recruit likely to have deficiencies in verbal English comprehension. The variables considered included race and/or ethnic background, educational attainment, place of birth, and first language.

The analyses of the data revealed that particular subgroups at the RTCs in Orlando and San Diego included a high percentage of recruits who failed the ELC test. At the RTC, Orlando, a large percentage of recruits arriving from Puerto Rico and the Philippine Islands, with little or no education in the United States and with English as a second language, did not pass the test. A large number of recruits born and raised in the United States also failed the test. At the San Diego RTC, the only identified subgroup showing a high percentage of recruits who failed the ELC test was the group of recruits originating from the Philippine Islands or other Asian countries. Based on the findings of the study, the author makes several recommendations to assist in the identification and remediation of verbal language deficiencies of new recruits.

Department of Defense. Parents' Perceptions of Their Influence on Youths' Enlistment Decisions. Washington, D.C., Office of Assistant Secretary of Defense (MRA&L), March 1983.

This report describes a survey conducted to determine the nature and extent of parental influence on the military enlistment decisions of American youth. Defining the role of parents as influencers in their children's enlistment decisions may provide the Department of Defense (DoD) and the Services with information useful in allocating recruiting resources.

The principal objectives of the study were:

(a) To indentify the conditions under which parents in the United States attempt to influence their 16- through 21-year-old children to enlist or not to enlist.

(b) To ascertain how successfully parents influence their children toward or away from enlisting in the Armed Services.

The study was aimed at estimating how many parents attempt to influence their children about enlistment, how many apparently succeed, and which kinds of parents are influential. Especially germane to this bibliography is Chapter VI, which deals with an examination of possible differences in influence patterns between parents with Hispanic background and other parents. The Hispanic group was not a random sample, and consequently the results cannot be projected to the population of Hispanic parents. Also, it is not appropriate to test the statistical significance of differences between the Hispanic group and the national sample.

A national probability sample of households was selected to yield telephone interviews with either the male or female parent of 16- through 21-year-old males and females who were not beyond the sophomore year of college. Overall, 2,763 interviews were obtained for the national probability sample, which was the primary focus of the analysis. A total of 400 Hispanic parents were interviewed, including 120 as part of the national sample and 280 from an independent sampling. The overwhelming evidence from the analyses suggests that parents do not perceive themselves as having a major role in their children's enlistment decisions. Few parents report even attempting to influence their children about enlistment. However, the study provides potentially useful information about factors related to the likelihood and direction of perceived parental influence in the enlistment decision as well as factors that appear to be unrelated to such influence. Most parents (99 percent) in the national sample indicate that they discuss career plans with their children. A reasonably large proportion (40 percent) of parents who discuss careers also state that they have discussed enlistment possibilities with their children. However, among those who have talked about enlistment, only 25 percent indicate that they have talked "often" about it and 45 percent indicate that they have "occasionally" discussed it.

Giesecke, G. L. The Use of Spanish Surnames as a Means of Identifying Latinos in the United States and Puerto Rico. AD A004017. Technical Report No. HumRRO-PP-22-74, Alexandria, VA: Human Resources Research Organization (HumRRO), December 1974.

This report examines the adequacy of the use of Spanish surnames as a way to identify Latinos (persons with Latin American birth or ancestry living in the United States). The report discusses the problems associated with this identification method and whether there are better alternative methods. The data were obtained from responses to questionnaires mailed to a sample of 5,019 former servicemen with Spanish surnames who met various criteria.

Some of the major findings of the study were:

(a) In some geographic areas Spanish surname recognition includes an unacceptably high proportion of persons who do not meet other criteria indicative of Latin American birth or ancestry.

(b) Within five southwestern states Spanish surname recognition includes increasing proportions of persons, at increasing educational and aptitude levels, who could not be classified as Spanish.

(c) These problems are diminished, but not eliminated, by using a Spanish surname list relatively free of culturally ambiguous names.

(d) Persons identified as Spanish by various criteria or combinations of criteria are often missed by a particular criterion. For example, persons who were Spanish by three or more survey criteria did not classify themselves as having Spanish origin or descent in 5 percent of the cases.

(e) The proportion of persons who meet one survey criterion but fail to meet a second varies with geographic area.

The author concludes that despite the fact that identification methods other than Spanish surname recognition share some of its idiosyncrasies, they are better. By addressing the criterion of interest directly, the cases that no longer meet the criterion need not be included. This is not the case when a proxy variable such as the presence of a Spanish surname is used.

Ginter, J. L. and Goral, J. R. Minority Market Study. AD A056885. Washington, D.C.: Office of Assistant Secretary of Defense (MRA&L), October 1976.

This report presents major findings from the Department of Defense (DoD) minority male youth enlistment market study. The study gauges the propensity of black and Hispanic youths to enlist as well as their attitudes, awareness, and perceptions of the military service. The major thrusts of the study are:

(a) Issues relevant to the accession of enlisted minority.

(b) Issues relevant to the accession of black officers.

The first set of issues was investigated with a national sample of 1019 black and 434 Hispanic 16- through 21-year-old males who had no military experience and who were not enrolled in four-year colleges. Data for the investigation of the second set of issues were obtained from a survey of 390 black college students at ten predominantly black and ten predominantly white randomly selected colleges that offered ROTC.

All data were collected by personal interviews during May and June 1976. In the case of Hispanics, the population was limited to youths in New York, Texas, and California since these states accounted for the overwhelming majority of the total U.S. Hispanic population. The comparison of the high and low quality groups showed that they differed in their individual expectations of what they might be doing in the next few years. The fact that more of the high quality group were high school graduates and fewer were high school dropouts is related to the derivation of the quality index. The high quality youths came from homes with higher income and had parents with more education. The high quality group was more accurate in estimation of pay and a $100 pay increase had less effect on them. These respondents also perceived the military as a greater disadvantage in terms of "making a lot of money." The groups were equal in perceived advantage of a military versus a civilian job or other attributes. More of the high quality group had been in contact with Air Force and Navy recruiters than the low quality group, and more of them had discussed the military with other influencers. The high quality group also indicated greater readership of general and ethnic newspapers and magazines.

The results of the active Service and the National Guard/Reserves propensity analyses within the high quality group were similar to the results of previous analyses in that both groups tended to diverge on their perceptions of the importance of attributes and advantages of the military and the likelihood of achieving life goals. Unlike the Any Active Service groups, the National Guard/Reserves groups did not differ on association of all attributes with the military. In the Any Active Service analysis, the positive group expressed greater agreement that their parents would like it very much if they enlisted, but the same was not true of the National Guard/Reserves analysis. None of the three racial/ethnic groups compared - black, Puerto Rican, and Chicano - differed significantly on the five point propensity scale with respect to any of the five active components or the National Guard and Reserve.

Gonsell, P. W. Cultural Adaptation of Second Language Soldiers, Preliminary Report. AD A117976. Fort Monroe, VA: Training Development Institute, July 1981.

This study deals with the problems of adjustment arising from cultural adaptation during initial entry training of soldiers speaking English as a second language. Although a sample of soldiers speaking English as a second language was drawn from Korea, the Philippines, Micronesia, Samoa, Guam, Italy, Turkey, Polivia, Columbia, and Vietnam, by far the largest number were from Puerto Rico. Thus, the study focused primarily on Spanish-speaking Puerto Rican soldiers. Using a semistructured technique, two officers conducted individual and group interviews with more than 200 selected individuals undergoing basic and advanced individual training and also with their drill sergeants, first sergeants, military instructors, training company commanders, English language program instructors, administrators, chaplains, and mental hygiene clinical personnel.

Some of the major findings of the study are:

(a) The primary problem confronting soldiers who speak English as a second language is, as expected, their inability to function adequately in English. Cultural differences also constitute an important barrier to successful adjustment to Army life.

(b) Taking ASVAB tests in English result in poor AFQT scores for those not adequately proficient in English, with the consequence that most of them are placed in combat arms and nontechnical MOS.

Hui, C. H. and Triandis, H. C. Locus of Control, Religiosity, Theistic Externality, and Occult Beliefs among Mainstream and Hispanic Navy Recruits. AD A114851. Technical Report No. ONR-12, Champaign, IL: Department of Psychology, University of Illinois, March 1982.

This report investigates the relationship between religious orientation, beliefs in the occult and supernatural, and internal-external locus of control of samples of Hispanic and mainstream Navy recruits. One hundred sixty-one randomly selected Navy recruits, 82 Hispanics and 70 mainstream, at three Navy recruit training centers (Florida, California, Illinois) responded to a questionnaire. The results show that beliefs in the occult and external locus of control are positively correlated, beliefs in the occult and theistic externality (belief that one is in the hands of God) are negatively correlated, theistic externality and religiosity are positively correlated, and both theistic externality and religiosity are uncorrelated with locus of control. These findings were supported by the data from both Hispanic and mainstream samples.

Hui, C. H., Triandis, H. C., and Chang, B. H. Locus of Control among Mainstream and Hispanic Navy Recruits: A Methodological and Substantive Study. AD A112617. Technical Report No. ONR-9. Champaign, IL: Department of Psychology, University of Illinois, March 1982.

This report investigates the question of whether Hispanic Navy recruits are different from mainstream recruits in their internal-external locus of control orientation. Internal locus of control is the view that outcomes (e.g., rewards or punishments) are the results of what a person does; external locus of control is the view that outcomes are the results of events outside the person's immediate control (e.g., luck, fate, task difficulty). It is a variable of considerable importance in explaining the way people react to tasks, to success and failure, and to other work-relevant situations. A total of 161 male Navy recruits from three recruit training centers (Florida, California, and Illinois) participated in the study. Whenever a Spanish-surname recruit identified himself as Hispanic, he was given a set of questionnaires to complete. At the same time, a non-Hispanic recruit was randomly selected and given the same set of questionnaires. The results show that there are no differences in locus of control between the Hispanic and mainstream Navy recruits.

Kincaid, J. P., Swope, W. M., Brown, C. J., Pereyra, B., and Thompson, J. Field Test of the Verbal Skills Curriculum. AD A118875. Technical Report No. 128. Orlando, FL: Training Analysis and Evaluation Group, Department of the Navy, August 1982.

This report describes a Verbal Skill Curriculum program designed for recruits with deficiencies in English language listening and speaking. The program was field tested at Recruit Training Command (RTC), Orlando, Florida. The report also presents the results of a comparative cost analysis of the training program. Forty-five recruits, mainly natives of Puerto Rico, completed the 15-day course prior to their regular recruit training. The attrition rate was signficantly lower for recruits participating in the program than for a control group. English listening and speaking skills were particularly improved among the program participants. An economic anlaysis showed that these gains were achieved only with significant increases in costs associated with recruit training. The authors suggest that in addition to the costs and benefits mentioned above, equal employment opportunity (EEO) objectives and potential recruiting shortfalls also be considered when making a decision on the implementation of the course as a regular Navy program.

Marin, G., Betancourt, H., and Triandis, H.C. Perceived Acceptability of Acculturative Behaviors by Hispanic and Mainstream Navy Recruits. AD A118957. Champaign, IL: Technical Report No. ONR-17, Department of Psychology, University of Illinois, August 1982.

This study attempts to measure the perceived acceptability of various culture-specific immigrant behaviors. A group of 75 Hispanic and 83 mainstream Navy recruits were asked to rate their individual preferences regarding immigrants retaining their native culture-specific behaviors (e.g., native language, dress codes, food preferences, music, literature, etc.), giving up such behaviors, or becoming bicultural. Overall, both groups showed a marked preference for biculturalism on the part of immigrants; these results were independent of the respondents' own actual levels of acculturation (the process by which an alien makes internal and external behavioral accommodations to his new environment) or biculturalism. The two groups differed only in that the Anglos objected to immigrants continuing to use only their native language; Hispanics were somewhat more accepting of such behavior.

Morales, W. R. The Mexican American: A Study of Ethnic Minority Anonymity in the Air Force. AD B005439L. Maxwell Air Force Base, AL: Air Command and Staff College, Air University, May 1975.

This study represents a synthesis of seven years of formal research and the author's personal investigation of minority behavior within the Armed Forces. The study examines the participation of Mexican-Americans in the Air Force and attempts to illustrate the many cultural, social, and ideological conflicts encountered by nonblack minorities in the military. The report is divided into six chapters. The first chapter examines the purpose of the study and underlying circumstances. Chapter 2 begins with a historical and contemporary examination of cultural pluralism, an important ingredient in the development of xenophobic prejudices directed largely toward ethnic minorities. This is a particularly relevant point of departure, since the military installation, as a microcosm of society at large, becomes a miniaturized proving ground where many complex popular beliefs found in the nation play themselves out. Following the introduction of the dynamics of cultural adjustment, Chapter 3 attempts to define the Mexican-American. Some regard this minority group as a separate race, others perceive it merely as a cultural entity, and some reach no conclusions. Chapter 4 looks at several attempts by the military to take a census of its ethnic population. Thus far, DoD and Air Staff attempts aimed at producing an accurate instrument with which to identify and trace ethnic origins of personnel in the military have met with frustrating disappointment. Each of those

programs and their shortcomings is discussed. Chapter 5 describes the subjective Air Force world of the Spanish speaker. This is accomplished through the presentation of four vignettes, each illustrating a distinct type of situation confronting the Mexican-American. The last chapter provides a summary and recommendations for solving problems discussed in the study.

Proctor, J. H., Jr. Hispanics in Army ROTC: Problems with Recruiting and Commissioning. Master Thesis. AD A058331. Fort Leavenworth, Kansas: U.S. Army Command and General Staff College, June 1978.

This study attempts to determine why Hispanic cadets are not being commissioned in the same proportion as their enrollment in ROTC. Currently Hispanics comprise 4 percent of the nation's ROTC cadets, yet only 1 percent of the Army's Hispanic officers received their commissions through ROTC. For background information the author reviews the revival of ROTC after the turbulence arising from the Vietnam war. The data for Hispanic participation in ROTC were obtained from a survey of the 37 ROTC units whose Hispanic cadets comprise 90 percent of the nation's total. Two ROTC programs in Puerto Rico constitute the majority of the nation's Hispanic cadets. It was found that in order to meet high ROTC enlistment objectives, exceptionally high admission standards for cadets have to be maintained in Puerto Rico. Cultural and linguistic problems that affect Hispanic cadets to a lesser degree elsewhere in the United States surface more prominently in Puerto Rico. The subsequent high attrition and decreased competitiveness of Puerto Rican cadets have resulted in fewer qualified officers being commissioned. This, in turn, has reduced Hispanic officer production nation-wide. The report concludes with a case study of ROTC in Puerto Rico.

Ramirez, M., III, Cox, B. G. and, Catanedo, A. The Psychodynamics of Biculturalism. AD A042247. East Santa Cruz, CA: Systems and Evaluation in Education, June 1977.

This study focuses on the refinement and validation of a model that may be used to understand and predict the development of bicultural characteristics, including personality variables relating to bicultural functions, roles and situational factors, bicultural identity, and socialization. In the area of behavior, the model emphasizes development of flexibility in different social and cultural contexts - flexibility that contributes to interpersonal capacities such as leadership, interethnic facilitation, and multicultural participation. Furthermore, the role of socialization along with extent of experience with different sociocultural systems (or diversity within a sociocultural system) is viewed as central to the development of these

bicultural attributes. In addition, the concept of bicultural identity, including the individual's view of him/herself; attributes of other cultures, philosophy of life; and world view are variables included in the model's description of bicultural persons. All of these elements are seen as interrelated.

One of the objectives of the research was to clarify the relationship of these elements while examining specific variables to determine their usefulness in describing bicultural identity, development, and functioning. An instrument designed to assess degree of experience with Mexican-American and mainstream Anglo cultures was administered to 402 Mexican-American college students. Based on the results of the instrument, 41 of these subjects were identified as having a high degree of biculturalization and were then selected for administration of a battery of tests and a life history interview. Thirty-eight of the completed interviews provided sufficient information about the subject's socialization, development, and functioning to warrant inclusion in a multidimensional content analysis. Life history interview questions centered on themes such as language learning, school experiences, family and community life, peer relations, religious orientation, political behavior, and sociocultural identity.

Completed interviews were scored on the following dimensions: Contemporary Bicultural Identity, Historical Development Pattern, and Intercultural Facilitation Experience. Instruments administered to the subjects were: Spanish proficiency measure, the California Psychological Inventory, the Leadership Flexibility Potential Scale, and the Bicognitive Orientation Scale. The results corroborate the model of bicultural psychodynamics proposed by the authors. Subjects whose historical development pattern reflected more experience with Mexican-American and mainstream Anglo cultures were more flexible in leadership, more bicognitive and scored higher on multicultural participation. Also, the subjects whose contemporary bicultural identity reflected more positive attitudes toward both Mexican-American and Anglo cultures felt more accepted by members of both cultures, had a "transcendent" philosophy of life, were more bicognitive, and scored higher on interethnic skills.

Recio, M. A Pilot Study to Ascertain the Attitudes of Navy Recruiters and Hispanic Youth Toward the Recruitment of Hispanics in the U.S. Navy. AD A093061. Philadelphia, PA: Report No. MC-1-2, College of Education, Temple University, October 1980.

This report represents the findings of an exploratory study of recruitment of Hispanics by the U.S. Navy. Fifty-one interviews were conducted in Houston and San Antonio, Texas; Philadelphia, Pennsylvania; Camden and Vineland, New Jersey; and San Juan, Puerto Rico. Twenty-one recruiters and 30 Hispanic youth were interviewed. The interviews covered items related to language dominance,

recruiter experience, problems Hispanics encounter in joining the Navy, the Navy advertising campaign, and the best approaches recommended by recruiters and youth to recruit Hispanics for the Navy.

The majority of the recruiters and Hispanic youth agree that the major reasons why Hispanics do not join the Navy are their substandard education and poor language proficiency as well as other problems such as lack of knowledge of the opportunities offered by the Navy, poor living conditions, problems with the Navy screening test, and the feeling that the Navy is an elite group in which Hispanics cannot succeed. Among the author's recommendations to increase Hispanic recruitment are: The use of bilingual or Hispanic recruiters to recruit in Hispanic communities, local advertising, a family oriented recruitment approach, recruiter sincerity and honesty with applicants, recruiter knowledge of Spanish and Hispanic cultures, and more visibility of the Navy in the Hispanic communities.

Other recommendations of this study include the need to do a scientific survey involving a probability sample in order to allow valid generalization to the population and a training program to help Navy recruiters penetrate the Hispanic communities, thereby gaining more local visibility of the Navy.

Rojas, L. A. An Anthropologist Examines the Navy's Recruiting Process. AD A112822. Technical Report No. ONR-4. Champaign, IL: Department of Psychology, University of Illinois, December 1981.

This study is a description of the Navy's recruiting process based on the author's observations and interviews with both Navy personnel and recruits at the recruiting centers of San Antonio, Texas; Miami, Florida; Chicago, Illinois; New York, New York; and Albuquerque, New Mexico. The major finding is that Hispanics are underrepresented in the Navy - only one out of five potential Hispanic recruits is enlisted in the Navy. The major barrier to enlistment is inadequate academic preparation and English language skills. Of lesser importance are Hispanics' intense family attachments, which are incompatible, in the view of some Hispanics, with a Navy career. A minor barrier, because it affects very few potential recruits, is Puerto Rican nationalism. One major problem, which was identified as occurring at the point at which recruits are classified and choose a particular Navy career, was that the amount of time allowed to make a career decision is usually inadequate. While this may be also a problem with other recruits, it is particularly acute with Hispanics because:

(a) They are likely to have a language problem.

(b) They are less likely to know as much as other recruits about jobs, careers, and vocational development, both inside and outside the Navy.

(c) They usually make important decisions in consultation with their families.

The particular situation is in a sense inconsistent with their cultural expectations, thus the decisions are likely to be suboptimal. Once a poor career decision is made, it is likely to affect both performance and reenlistment rates.

Among the recommendations outlined in this report, the following are the most important:

(a) The Navy should expand the current effort to utilize Hispanic recruiters who should, in turn, spend some time with the families of potential recruits.

(b) The Navy should consider deployment of career consultants within the Navy classification system. These individuals should be able to spend as much time as required by a particular recruit to allow him/her to make an optimal choice of a Navy career. During the period of decision these consultants could take the potential recruits to Navy installations to observe actual jobs and could also participate in the recruit's family discussions of the best Navy career for the particular individual.

The report describes in detail some of the special attributes of the five recruiting centers that were studied and shows that each of them deals with somewhat different populations, requiring somewhat different strategies for the optimal recruitment of Hispanics.

Rojas, L. A. Salient Mainstream and Hispanic Values in a Navy Training Environment: An Anthropological Description. Technical Report No. ONR-22, AD A118948. Champaign, IL: Department of Psychology, University of Illinois, August 1982.

This study is an examination of the behavior and experience of Hispanic recruits in the U.S. Navy. It summarizes observations, interviews, and analyses compiled during an anthropological study of the recruit training process of the Recruit Training Command (RTC), U.S. Navy Training Center, San Diego, California. The study was conducted during a four-month period between August and December 1981 and centered on the experiences of 47 Hispanic, 12 Anglo, 4 black, and 4 Filipino recruits. The main findings are:

(a) Commanders are more concerned with producing quality recruit companies than in increasing their sensitivity to the personal needs of each recruit. This has the implication that culturally-based individual differences are likely to be ignored during the training.

(b) Many Hispanics attempted to remain ethnically anonymous to avoid possible negative stereotyping of them by the mainstream trainers and recruits. They wanted to be treated "like all the others."

(c) The more acculturated the Hispanics were, the less anxious they were about the way the mainstream trainers and recruits reacted toward them.

(d) The Hispanics did not assert themselves and did not attempt to get into leadership positions. They were perceived by their fellow recruits as "nice guys," but shy and quiet.

(e) As training progressed, the Hispanics asserted themselves more and were less anxious about the way others reacted to them.

(f) Mainstream recruits are better able than most Hispanic recruits to see the link between specific behaviors and reaching particular goals relevant to their careers in the Navy.

(g) Mainstream recruits seem more able than Hispanic recruits to differentiate between activities that help them achieve their goals and routines and regimented duties that are of secondary importance in terms of these goals.

(h) Hispanics are less familiar than are mainstream recruits with the Navy structure--knowledge necessary for determining the link between particular types of training and particular careers in the Navy.

(i) Recruit prestige in the training center is much more a function of qualifications for an advanced training school than of ethnicity. About two-thirds of the Hispanics did not qualify for advanced training; this has obvious implication for their social standing in the training center.

(j) A recruit who fails to qualify for advanced training is often perceived as lazy or insufficiently intelligent.

(k) Those recruits who had most authority among their peers were those who could claim to "know the ropes" of the Navy bureaucracy, rather than those who were most intellectually gifted, had high performance scores, or had the best career ratings.

(l) Mainstream recruits often hold the view that many social problems in the United States result from illegal immigration, and they are unsympathetic toward social support systems. Many Hispanics have received help from such social support systems. As a result the 60 percent of Hispanics who have received welfare benefits try to conceal their background from the mainstream recruits. This means that for Hispanics the RTC is in an environment that is hostile on ideological grounds.

(m) Hispanic Navy recruits seem to be an unrepresentative sample of the Hispanic population. Thirty-four percent of those studied came from homes where one or both parents were absent (through death, divorce, or for other reasons); about 25 percent had divorced parents. Census data indicate that only about 5 percent of the general Hispanic population is divorced.

(n) Most mainstream recruits were likely to link the commanding officer to the concept of a boss; most Hispanics linked him to father.

(o) Most Hispanics had difficulty separating the office of commander from the person occupying that office. Because of this personalismo, they resented some commanders more than the mainstream recruits did.

(p) When the commanding officer disciplined them, Hispanics were more likely to feel resentment, taking criticism personally ("he is attacking me" rather than "he is attacking my performance").

(q) Most Hispanics were willing to extend a personal kind of respect toward their commanding officers but then expected some approachability or flexibility from the officers. They also expected some reciprocity in dignified respect. They often felt frustrated when such considerations were not forthcoming.

(r) Most Hispanics were slow readers. They asked [illegible]lexibility (more time) in the administration of reading tests. Their re[illegible] were almost never taken seriously.

(s) Among Hispanics the most important motive for joining the Navy is economic. Few expressed a sense of patriotic responsibility.

(t) About 25 percent of the Hispanic recruits seem to be anomic, having a weak self-image and few goals.

Rojas, L. A. Hispanics of a San Diego Barrio. Technical Report No. ONR-23. AD A129608. Champaign, IL: Department of Psychology, University of Illinois, April 1983.

This study presents an anthropological description of a Hispanic barrio based on the author's five months of participant observations in a San Diego, California community. The social life of the barrio includes a great deal of human traffic, some involving individuals coming from Mexico who pass into other regions of the United States. The barrio studied contains unacculturated Mexican migrants (mostly from Mexican cities) and anomic and core youth as well as acculturated middle-class families. The author observed the interactions between some Hispanic youths working together with Anglos in a temporary job. The Hispanics expressed considerable satisfaction with the work, though it was not skilled. The study found that most barrio residents lack work skills and need assistance in learning how to present themselves to employers. Beyond earning a wage, the next most important aspect of the work ethic among young Hispanics is the concern with keeping a job. This study has several implications for the study of Hispanics, particularly Mexican-Americans, and for the understanding of the sociocultural factors relevant to the members of these groups for service in the U.S. Navy or other Services. The barrio can be a source of recruitment, but only some of the residents will be sufficiently acculturated to be suitable for the Service. Also, one must expect more diversity in such a barrio than in other settings where Hispanics reside.

Ross, W., Triandis, H. C., Chang, B. H., and Marin, G. Work Values of Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-9. AD A114999. Champaign, IL: Department of Psychology, University of Illinois, March 1982.

This study investigates the nature of Hispanic work-related values and compares Hispanics' values with those of their mainstream counterparts. Eighty-one Hispanic and 79 mainstream Navy recruits responded to 132 Likert format items measuring work values. The items were based on Eucholz's five work ethics (Prostestant work ethic, leisure ethic, organization belief system, humanism, and Marxist-related belief system). The results indicate that mainstream and Hispanic recruits who join the U.S. Navy are generally similar in their work values and modernity, although mainstream recruits tend to be somewhat higher in socioeconomic status. There is little evidence that Hispanic or mainstream subjects who differ in their levels of biculturalization and acculturization have different work values.

Hispanics tend to mention ideological positions when discussing disputes whereas for mainstream subjects, disputes are not even a separate cluster. Hispanics attribute more social functions to work than mainstream subjects do. The latter tends to see more conflicts in work situations (e.g., labor unions, management, class struggle, and the clusters contrasting leisure and hard work). Comparisons of the responses of the two groups, after controlling for each's tendency to acquiesce, show that Hispanics give responses that reflect more positive views of work and workers, cooperation and interpersonal help, and high levels of idealism, while the mainstream subjects suggest greater willingness to compromise in settling conflicts. The authors indicate that such findings could have one of two meanings: Either the Hispanics attempt to make a good impression to a greater extent than do mainstream recruits, or the Hispanics whom the Navy recruits have a more positive view of work than the mainstream recruits.

Salas, E., Kincaid, J. P., and Ashcroft, N. An Assessment of Hispanic Recruits Who Speak English as a Second Language. Technical Report No. 8. AD A087103. Orlando, FL: Training Analysis and Evaluation Group, Department of the Navy, June 1980.

This study discusses the problems that Hispanics face during Navy recruit training because of their English language deficiencies. The variables of ethnic background, education level, language proficiency skills, recruit academic performance, and attrition are also considered. One hundred two Hispanic recruits were tested and interviewed at the Recruit Training Center (RTC) Orlando, to assess their proficiency in English and to identify problems that such low proficiency causes in recruit training. Two groups who work with

Spanish-speaking recruits responded to a questionnaire. The Hispanic groups tested in this study had lower aptitude test scores and more difficulties in recruit training than recruits in general. The indications of difficulties were found to be correlated with lower than average performance in recruit training. When compared with overall recruits, Hispanics had (a) a higher attrition rate, (b) a higher rate of referrals to Academic Remedial Training (ART), and (c) more difficulty with recruit academic tests. An analysis of questionnaire data indicated that these difficulties are directly related to English language proficiency.

Some of the major recommendations of the study are:

(a) The Navy needs an English as a second language (ESL) training program.

(b) The Defense Language Institute's English comprehension level test should be used to screen recruits for ESL training.

(c) All recruits who speak English as a second language and who have had no prior education in the United States should be referred automatically to the ESL program.

An economic analysis indicated that the costs saved by lowered attrition would pay for the ESL program.

Torbensen, J. L. Cultural Gap? A Commanders Guide to Counseling Minority Airmen. Report Number 2435-81. AD B057693. Maxwell Air Force Base, AL: Air Command and Staff College, Air University, May 1981.

This handbook has been written for the second or first lieutenant who has been assigned to a position of command. Most young officers have no counseling expertise and very little understanding for the experiences and backgrounds of the minority airmen assigned under them. Many new commanders are only a year or two separated from the college campuses of America. This handbook is designed to introduce young commanders to the cultural backgrounds that influence the way minority airmen think and act. The first chapter is a series of observations based on the author's own experience during a four-year assignment as a young headquarters squadron commander plus several years of counseling, both in and out of the Air Force, since then. The other three chapters discuss some American cultural characteristics and groups. Culturally disadvantaged airmen are discussed in general, and the two large minorities (blacks and Hispanics) are considered in separate chapters. Hints are provided to assist commanders in being more effective counselors of young minority airmen. The handbook does not contain basic counseling instruction, techniques, or methods and recommends no specific counseling approaches.

Triandis, H. C. Allocentric vs. Idiocentric Social Behavior: A Major Cultural Difference between Hispanics and the Mainstream. Technical Report No. ONR-16. AD A126200. Champaign, IL: Department of Psychology, University of Illinois, March 1983.

This study presents a broad literature review relating to the data on allocentric versus idiocentric social behavior of U.S. Hispanic and mainstream individuals. Allocentrism is defined as a greater emphasis on the views, needs, goals, and concerns of the ingroup than on those of the individual. It connotes high interdependence, interpersonal sensitivity, conformity, readiness to be influenced by others, mutual sympathy, personalismo (wanting to deal with known persons), self-sacrifice, and ingroup membership. Idiocentrism is defined as a greater emphasis on one's own views, needs, goals, and concerns than on the views, needs, goals, and concerns of others. It connotes independence, low conformity, little sympathy, choice of experts over friends for partners, and little readiness to sacrifice for others. According to the author, the bulk of the literature on the subject discusses the phenomenon under the labels of collectivism versus individualism. However, since these lables have acquired much surplus meaning, the new terminology is used to avoid such surplus meanings or value judgments.

The majority of literature reviewed shows that the Hispanics are allocentric, i.e., they pay much attention to the needs, goals, values, and points of view of others. By contrast, mainstream subjects exhibit more idiocentric behavior, i.e., their social behavior is largely determined by personal goals, attitudes, and values that overlap only slightly, or not at all, with the goals, attitudes, and values of collectivities, such as their family or coworkers. Most studies under this review indicated that the Hispanic culture is more allocentric than the Anglo-American culture. The group and group membership are extremely important aspects of Hispanic life. Individuals are not expected to be autonomous and independent from others. Hispanics are frequently described as more socially embedded, more cooperative, less competitive, and more "other oriented" than Anglos. Some authors draw attention to a basic gregariousness in Hispanic culture and a concomitant devaluation of privacy. The report also considers the implications of differences between Hispanic and mainstream Americans for the Navy's personnel policies as well as Hispanic recruitment and enlistment. For example, one study reports that many Hispanics indicated a Navy career is incompatible with their intense family attachments. Such views may account, in part, for the low rates of Hispanic recruitment by the U.S. Navy. Other studies indicated that Hispanics expressed more concern than others about being missed by their families and being unable to meet their family obligations as a result of joining the Navy. The report also reviews the literature on this dimension for various other national cultures.

Triandis, H. C. and Hui, C. H. Locus of Control in Hispanic and Mainstream Samples. Technical Report No. ONR-25. AD A123543. Champaign, IL: Department of Psychology, University of Illinois, December 1982.

This study, using the data from National Longitudinal Surveys conducted during 1972 and 1980, attempts to examine the following issues:

(a) Whether the similarity between mainstream and Hispanic Navy recruits found in the previous studies can be generalized and applied to the general population of the same age.

(b) Whether the meaning of locus of control is the same for Hispanic and mainstream subjects (male, female, and of low and high socioeconomic status).

Locus of control is a variable of considerable importance in organizational psychology. Bbattlefield operations, for example, where precise carrying out of orders is essential would be most appropriate for externals who are more suited for directive supervison. Internals, on the other hand, are better at collecting and processing information and at performing complex tasks.

It was found that the civilian groups were very similar to each other. Externality was negatively correlated to age, i.e., older persons were more internal. Internality was linked to self-esteem. Externality was negatively correlated with parental education.

The military groups were found to be different from civilians. In particular, in the military externality tended to be positively related to job satisfaction, while for the civilian samples the opposite was the case. For the Black and Hispanic military samples the locus of control was found to be unrelated to the variables under study.

Triandis, H. C. and Marin, G. Social Attitudes among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-10. AD A114849. Champaign, IL: Department of Psychology, University of Illinois, March 1982.

This investigation examines systematic similarities and differences in social attitudes between Hispanic and mainstream Navy recruits. Eighty Hispanic and 80 mainstream Navy recruits responded to a 78-item questionnaire gauging attitudes toward a broad sample of social issues. Several factor analyses revealed that only one factor (religiosity) had the same meaning for the two samples. The study found that the stereotype of Hispanics as being more religious than mainstream Americans is not supported by the data on Navy recruits. The emphasis Hispanics place on political factors suggests that they may be more concerned with this dimension than mainstream Navy recruits are. The authors

indicate that this finding conforms with other data collected in this project that show that Hispanic Navy recruits have a more complex perception of political stimuli than mainstream recruits. These differences may be linked to the Hispanics either having more information or having a greater inclination toward idealism, or both.

Triandis, H. C., Marin, G., and Hui, C. H. Affective Meaning among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-26. AD A123521. Champaign, IL: Department of Psychology, University of Illinois, December 1982.

This study explores potential differences in the meanings of various concepts among Hispanic and Anglo recruits. An exploratory study of the evaluation potency, activity, and familiarity judgments value among samples of mainstream and Hispanic male Navy recruits concerning 50 concepts, showed a great deal of overlap in the meanings given these concepts by subjects in each sample. The few differences that were obtained, however, do not replicate findings of studies reported in the literature that used similar procedures. There is a tendency among Hispanics to indicate that certain concepts are better, stronger, or more active. The authors observe that the 50 concepts in the study were selected largely because they might be important for Hispanics. Thus, the findings that Hispanics encounter many of them more positive, powerful, or active than Anglo recruits do, may be due, in part, to the selection of the concepts.

Triandis, H. C., Marin, G., and Betancourt, H. Acculturation and the Acceptance of Contact among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-20. AD A119043. Champaign, IL: Department of Psychology, University of Illinois, August 1982.

This report is a documentation of a research study refuting the hypothesis that Hispanic Navy recruits will find contact behaviors more acceptable than mainstream Navy recruits will. The data were obtained, from 41 Hispanic and 49 mainstream Navy recruits who responded to a questionnaire while being classified into Navy jobs. This is a part of a larger study of recruits perceptions of the social environments at each of the three Navy recruit training centers (Florida, California, and Illinois). Sixteen situations, determined from interviews with Hispanic and mainstream samples about paralinguistic behaviors, were presented (e.g., two male friends who embrace each other every time they meet). The subjects were required to rate the appropriateness of the behavior on a 7-point scale (1 = appropriate behavior).

It was expected that, as in the majority of the studies in this area, differences would be found that would show contact situations to be more acceptable for Hispanics than for mainstream subjects. However, the data did not support that hypothesis. The authors state that their finding is consistent with many other findings of a larger study showing similarities in the responses of Hispanic and mainstream recruits. One finding of this study was that those mainstream recruits who had not been exposed to other cultures were more likely to disapprove of contact behaviors that the more culturally-sophisticated mainstream and Hispanic recruits found acceptable. The authors comment that the similarities found between mainstream and Hispanic recruits seem to be due to the Hispanics responding in terms of increasing the social desirability of their responses within the context of the majority Anglo culture.

Triandis, H. C., Ottati, V., and Marin, G. Achievement Motives of Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-5. AD A112579. Champaign, IL. Department of Psychology, University of Illinois, January 1982.

This study examines the adequacy of the Helmreich and Spence measures of achievement motivation within two culturally different samples of Hispanic and mainstream members of the U.S. Navy. Eighty Hispanic and 80 mainstream Navy recruits answered a 23-item questionnaire developed by Helmreich and Spence to measure achievement motivation. The factor structure of the items for the mainstream subjects resembled the factor structure of the items reported by Helmreich and Spence. However, the Hispanic subjects provided data that yielded only two factors that had some resemblance to the Helreich and Spence factors. The major themes emphasized by the mainstream subjects were task oriented mastery, work competition, and avoidance of interpersonal competition. The major themes emphasized by the Hispanics were competitive skilled craftsmanship, competitive work, positive attitude toward work, and avoidance of interpersonal competition.

The authors note that the Navy's way of recruiting individuals from the mainstream and Hispanic subcultures favors the quality of the Hispanic recruits. They offer three interpretations of this finding:

(a) Perhaps the Navy is missing some Hispanics who have lower levels of achievement motivation than the Hispanics it is recruiting but who would nevertheless be equivalent in achievement motivation to the mainstream individuals it is recruiting. If this hypothesis is supported by other data it has important implications for Navy recruiting.

(b) Hispanics with high needs for achievement may perceive the Navy as a place to obtain the training that may help them to better their socioeconomic status.

(c) The Navy may be missing some mainstream individuals who have high levels of achievement motivation but do not consider the Navy as a way of fulfilling their aspirations.

Finally, the authors note that although some early impressionistic and experimental writings proposed that Hispanics had lower levels of achievement need, more recent studies have shown that this is not the case and that those earlier findings showing a difference may have been the product of faulty methodologies.

Triandis, H. C., Chang, B. H., Marin, G., and Betancourt, H Acculturation, Biculturalism and Familism among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-15. AD A114900. Champaign, IL: Department of Psychology, University of Illinois, April 1982.

Hispanics are being exposed to the majority Anglo culture. This exposure may bring about acculturation and biculturalism and affect such Hispanic cultural values as familism. In this study, the authors investigate the relationships between familism and acculturation and biculturalism. Familism, i.e., emphasis on family relationships and family interdependence, was studied in samples of Hispanic and mainstream recruits. Seventy-three Hispanic and 81 mainstream recruits, while being classified into Navy jobs at each of the three Navy recruit training centers (Florida, California, and Illinois), responded to the questionnaire as part of a larger study of their perceptions of the social environment.

The data indicated that familism was lower among highly acculturated Hispanics than among Hispanics who were moderately acculturated. The moderately acculturated are also more bicultural than the highly acculturated, so that biculturalism is positively linked to familism. The more modern Hispanics were less familistic and there was no correlation between socioeconomic level and familism in the Hispanic sample. In the mainstream sample none of these correlations were obtained; however there was a trend for the higher socioeconomic [illegible] mainstream recruits to be less familistic. Thus, familism is a traditional Hispanic cultural attribute unrelated to social class, while for the mainstream Americans, it may be an attribute of a lower socioeconomic level. The authors note that interpretation of these relationships must take into account the restricted range of the modernity and socioeconomic status level variables, which is bound to occur when studying Navy recruits.

Triandis, H. C., Hui, C. H., Lisansky, J., and Marin, G. Acculturation and Biculturalism Among Hispanic Navy Recruits. Technical Report No. ONR-6. AD A112580. Champaign, IL: Department of Psychology, University of Illinois, February 1982.

This study provides a conceptual analysis of acculturation and biculturalism and attempts to measure these constructs and to determine the construct validity of the obtained indices. Conceptually, high acculturation implies that the minority group members (e.g., Hispanics) respond in the same manner as mainstream individuals. Biculturalism, on the other hand, reflects an orientation in which both minority and mainstream subjective culture elements are found in equal proportion, and the subject indicates that the ideal patterns of social behavior are influenced by both cultural norms and depend upon the situation. Samples of Navy mainstream and Hispanic recruits answered personal information questionnaires that allowed the development of indices of acculturation and biculturalism.

One hundred thirty-one Hispanic and 130 mainstream recruits, while being processed into Navy jobs at each of the three recruiting stations (Florida, California, and Illinois), responded to the questionnaire as part of a larger study of the perceptions of the social environment by these recruits. Two indices of acculturation were found to have desirable psychometric properties: The number of U.S. born relatives the subject has and the extent to which the subject wishes to have his own and his mainstream co-workers' children attending mainstream schools. Those Hispanic recruits who were low in acculturation indicated that they enjoy only or mostly Spanish television and movies, have mostly Hispanic friends and romantic partners, prefer Spanish-speaking neighborhoods, and would enjoy a celebration of their birthday with a Spanish musical program. Those Hispanics who were more acculturated indicated that they enjoy both Spanish and English television and movies, musical programs, and neighborhoods, and have some mainstream friends and romantic partners. Finally, those who were highly acculturated indicated that they enjoy only English television and movies, have many mainstream friends, neighbors, and romantic partners, and enjoy a mostly English musical program for their birthday. In the opinions of the authors, these indices of acculturation appear to be satisfactory for use in further studies of Hispanic and mainstream Navy recruits.

Triandis, H. C., Kashima, Y., Lisansky, J., and Marin, G. Self Concepts and Values among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-7. AD A112578. Champaign, IL: Department of Psychology, University of Illinois, February 1982.

This is a study of the values of a group of Hispanic and mainstream Navy recruits. The authors also present a brief review of the literature about Hispanic values. The data were obtained from samples of 80 Hispanic and 80 mainstream Navy recruits who responded to a 62 item self-concept questionnaire and a 90 item ideal-self (values) questionnaire. It was hypothesized that Hispanics would rank higher than the mainstream subjects in values linked to nature, being, present orientation, lineality, collectivism, individuality, and uncertainty avoidance. Furthermore, they were expected to have lower self-concepts concerning their abilities and levels of educational aspiration than those found among mainstream individuals.

None of the hypotheses were supported by the data. The reason given for this is that the findings in the literature may not be dependable, and also that the Navy sample is atypical. The Navy is apparently recruiting those Hispanics who have values that are more similar to the values of the mainstream recruits. In spite of the overwhelming similarity between the Hispanic and mainstream Navy samples there were some subtle differences however. The mainstream recruits emphasized individualistic values (honest, conservative, moderate) while the Hispanics emphasized interpersonal values (sensitive, simpatico, loyal, dutiful, gracious, and conforming).

Triandis, H. C., Marin, G., Betancourt, H., and Kashima, Y. Attributions of Success and Failure among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-21. AD A119044. Champaign, IL: Department of Psychology, University of Illinois, August 1982.

This study examines preferred attributions of causality for achievement-related events among Hispanic and mainstream young adult men. Forty-nine mainstream and 41 Hispanic male Navy recruits responded to a 16-item questionnaire in which they were asked to make a judgment, on a 7-point scale (true-to-false), about the likelihood that a particular causal explanation might be valid in the case of eight success and eight failure-related events. Each set of eight items tapped the three-dimensional classifications of causal explanations, i.e., internal vs. external; stable vs. unstable; controllable vs. uncontrollable. The specific attributions judged by the subjects included ability, task, difficulty, immediate effort, typical efforts, mood, luck, and usual or unusual help or neglect by others. The responses provided by the subjects were grouped into indices of internality, stability, and controllability by subtracting the sum of ratings for the types of explanations (e.g., externality) from the sum of ratings for the opposite attribution (e.g., internality). The results indicate that the Hispanic and mainstream recruits do not differ very much except in details. Both groups showed a self-serving bias, i.e., they took more responsibility for their successes than for their failures. They also attributed their failures to lack of effort rather than lack of ability.

Triandis, H. C., Marin, G., Betancourt, H., Lisansky, J., and Chang, B. H. Dimensions of Familism Among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-14. AD A114898. Champaign, IL: Department of Psychology, University of Illinois, April 1982.

This study examines data concerning similarities and differences between Hispanic and mainstream Navy recruits on familism, i.e., emphasis on family relationships and family interdependence. Seventy-three Hispanics and 81 mainstream recruits responded to a questionnaire at three Navy recruit training centers (Florida, California, and Illinois). The results indicate that Hispanic and mainstream recruits are equally willing to make sacrifices in order to be present in crisis situations within their families, although Hispanics extend this willingness to celebrations within both their extended and nuclear families. Both groups are willing to sacrifice to attend crisis events involving first degree relatives, but the Hispanics are much more willing to sacrifice to attend celebrations than the mainstream subjects. Thus, the Hispanic familism is more extended in the area of happy events (celebrations), while there is no difference in the area of sad events (crises). The importance of the results for the Navy is that the meaning of celebrations, particularly those involving extended family members, is sharply different between Anglos and Hispanics. This difference could lead to ill feelings among recruits when their requests for leaves to attend celebrations involving second or third degree family members are rejected by the Navy.

Triandis, H. C., Marin G., Betancourt, H., Lisansky, J., and Chang, B. H. Simpatia as a Cultural Script of Hispanics. Technical Report No. ONR-19. AD A118958. Champaign, IL: Department of Psychology, Univerisity of Illinois, August 1982.

This study is an investigation of a cultural script known as simpatia; a commonly attributed trait among Hispanics and Latin Americans. A cultural script is a pattern of social interaction that is characteristic of a particular cultural group. Simpatia has no equivalent in English but refers to a permanent personal quality wherein an individual is perceived as likable, attractive, fun to be with, and easygoing. Simpatia and its component harmony, or the emphasis on positive behaviors in positive situations (e.g., complimenting somebody who has done a good job) and the deemphasis of negative behaviors in negative situations (e.g., criticizing), may be a Hispanic cultural script. Ninety Navy recruits (41 Hispanic and 49 mainstream) responded to questionnaires at each of the three Navy recruit training centers (Flordia, California, and Illinois) as part of a larger study of their perceptions of the social environment.

The data indicate that Hispanic recruits expect more positive behaviors in positive social situations and deemphasize the appropriateness of negative behaviors in situations of conflict, particularly when the actor is of lower status. The implications of these findings for the Navy is that Hispanics are likely to have higher levels of expectations concerning the appropriateness of positive behaviors (e.g., receiving a compliment if they do a good job) than mainstream recruits are. Thus, Hispanics may feel underrewarded in situations where they do good jobs. Conversely, they will expect less expression of criticism from lower status individuals, and therefore even mild criticism from such individuals might be seen as harsh.

Triandis, H. C., Hui, C. H., Lisansky, J., Marin, G., Betancourt, H., and Ottati, V. Perceptions of Supervisor-Subordiate Relations Among Hispanic and Mainstream Recruits. Technical Report No. ONR-11. AD A117455. Champaign, IL: Department of Psychology, University of Illinois, April 1982.

This report explores hypothesized differences between Hispanic and mainstream Americans with regard to values such as power distance (differentitation according to status, clear separation of people by status), uncertainty avoidance (preference for clear rules, certainty, fear of failure), collectivism (goals and welfare of the group taking precedence over those of individuals), and masculinity and whether they can be detected among Hispanic and mainstream Navy recruits. In addition, it examines whether there are corresponding differences between Hispanic and mainstream Navy recruits in their perceptions of supervisor-subordinate relations. Seventy-three Hispanic and 81 mainstream recruits responded to questionnaires while being classified into Navy jobs at each of the three Navy recruiting stations (Florida, California, and Illinois).

A questionnaire consisting of 159 items explored similarities and differences between Hispanic and mainstream respondents. The data indicated that there were differences in power distance and uncertainty avoidance between Hispanic and mainstream Navy recruits. Also, there was a trend coinciding with the expected difference on collectivism. However, contrary to expectations, the mainstream subjects were higher on masculinity than the Hispanic sample. Correlation between these variables and indices of acculturation and biculturalism showed the expected results: The more acculturated the Hispanics, the more similar they were to the mainstream recruits on power distance and uncertainty avoidance. No significant correlations were found for collectivism and masculinity. Comparison of the Navy samples with worldwide norms on the same questionnaire items showed that the Navy samples are extremely high on power distance, high on uncertainty avoidance and masculinity, and close to the U.S. mean (i.e., high) on individualism.

Examination of preferences of Hispanic and mainstream recruits for various kinds of supervisors showed that the Hispanics were more willing than the mainstream recruits to tolerate a nonparticipatory (high power distance) supervisor. However, on the other dimensions, clear differences were not found. Reactions to supervisors described as high or low in initiating structure (clear about goals, providing structured assignments, and follow-up) and high or low on consideration (showing concern for personal problems of the people who work for them) indicated that both Hispanic and mainstream recruits prefer supervisors who are high on both of these attributes; both groups reject supervisors who are low on both attributes. However, the mainstream recruits viewed supervisors high on initiating structure and low on consideration to be more acceptable than did the Hispanics. Also the Hispanics found the supervisors low in initiating structure and high in consideration to be more acceptable than did the mainstream subjects. Thus, while the Hispanic and

mainstream Navy recruits are extremely similar to each other, they do show slight reversals of preferences for supervisors. This suggests that the Hispanics give more weight to interpersonal relationships than do the mainstream recruits.

Triandis, H. C. Marin, G., Betancourt, H., Lisansky, J., Setiadi, B., and Chang, B. H. Stereotyping Among Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-13. AD A114901. Champaign, IL: Department of Psychology, University of Illinois, April 1982.

This study is an investigation of stereotyping among Hispanic and mainstream Navy recruits. The mainstream and Hispanic Navy recruits' perceptions of black, white, Puerto Rican, Cuban, Mexican-American, and Chicano recruits were examined. Seventy-three Hispanic and 81 mainstream recruits responded to questionnaires while being classified into Navy jobs at each of the three Navy recruiting stations (Florida, California, and Illinois) as part of a larger study of their perceptions of the social environment. The data indicated that autostereotypes of both mainstream and Hispanic recruits were quite positive. The heterosterotypes, the mainstream sample perceiving Hispanics and the Hispanics perceiving the mainstream, were also positive, though not to the same extent as the autosterotypes.

The autostereotype of the mainstream sample was highly complimentary: They saw themselves as well socialized, go-getting and not calculating. The autostereotype of the Hispanics was clear, and though favorable (well socialized, not backward, not undersocialized or not antisocial, and socially oriented), it suggested somewhat more defensiveness than was the case with the mainstream sample. The lack of clarity may reflect the geographic (Puerto Rico, Cuba, Mexico, and Central and South America) heterogeneity of the Hispanics or the fact that some of them are more acculturated than others. There was a clear evidence of ethnocentric bias, that is, each group saw itself as "very good" and the other group as only "good." The authors note that the contrast between these data and what is reported in the literature suggests that Hispanic Navy recruits differ from the kinds of Hispanics described in the literature. Hispanic Navy recruits have a more positive autostereotype and also view the mainstream more favorably than has been reported in the literature.

Triandis, H. C., Marin, G., Hui, C. H., Lisansky, J., and Ottai, V. Role Perceptions of Hispanic and Mainstream Navy Recruits. Technical Report No. ONR-24. AD A123520. Champaign, IL: Department of Psychology, University of Illinois, December 1982.

This report is an account of three studies exploring the role perceptions of samples of mainstream and Hispanic Navy recruits. The role construct is one of the most important concepts in the social sciences since it links individual behavior to social situations. Role perceptions have been studied by several methods, including the role differential. However, little is known about similarities and differences in role perceptions among Hispanic and mainstream individuals in the United States. One hundred twenty-two recruits (62 mainstream and 60 Hispanic) at three Navy recruiting stations (Florida, California, and Illinois) responded to questionnaires. The results indicate that mainstream Navy recruits experience a strong pull toward work roles as well as a substantial push out of the family. Hispanics, by contrast, experience ambivalence toward work roles, and a strong pull toward the family. Specifically, there is more support, love, and respect perceived in family roles by the Hispanics than by the mainstream subjects. Hispanics see more hostility, contempt, and giving and taking of orders in work roles than is the case for the mainstream subjects. Also, mainstream recruits see the friend-friend role as including much competition while the Hispanics see it as including mostly love and respect.

The implications of these findings for the Navy are as follows: The blood-kin Hispanic family is more closely knit, supportive, and intimate, and love and respect are strongly present in family relationships. Outside that framework, however, Hispanics see more hostility, contempt, and power distance than the mainstream subjects do. Thus, leaving the protection of the family for the competition of the outside world is likely to be more threatening and unpleasant for Hispanics. Such findings indicate that it will be difficult for the Navy to recruit Hispanics. If Hispanic children have most of their positive experiences within the family and mostly negative experiences outside the family, the Navy would have to consider a long-range strategy that would change that pattern. For example, if Hispanics were recruited into the Naval Boy Scout programs or similar organizations and had many positive experiences outside the family, their perceptions of roles outside the family may change. Such changes would probably have positive influences for Hispanic recruitment. Finally, the authors suggest that the Navy may experiment with the feasibility of reducing competition, increasing cooperation, and making the Navy environment more supportive. Such changes would prove favorable to Hispanics and would make the Navy more attractive to them.

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SUBJECT INDEX

Acculturation-----21, 23
Acculturative Behaviors-----10
Achievement Motives-----22
Affective Meaning-----21
Air Force-----11
Airmen-----18
Allocentric Social Behavior-----19
Army ROTC-----10
Attitudes, Navy Recruiters-----12
Attributions of Failures-----25
Attributions of Success-----25
Biculturalism-----11, 23
Contact Behavior-----21
Counseling Minority-----18
Cultural Adaptation-----7
Cultural Gap-----18
Cultural Script-----26
English as Second Language-----17
Enlistment Decisions, Parents Influence-----5
Ethnic Minority-----10
Familism-----23, 25
Field Tests-----9
Identifying Latinos-----6
Idiocentric Social Behavior-----19
Locus of Control-----8, 9, 20
Mainstream Navy Recruits-----8, 9, 10, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28
Master Thesis-----10
Mexican-American-----10
Minority Market Study-----6
Minority Recruit-----4
Navy's Recruiting Process-----13
Occult Beliefs-----8
Pilot Study-----12
Psychodynamics-----11
Recruiting and Commissioning-----11
Recruiting Process-----13
Religiosity-----8
Role Perceptions-----27
San Diego Barrio-----15
Second Language Soldiers-----7
Self Concepts-----24
Simpatia-----26
Social Attitudes-----19
Social Status-----4
Spanish Surnames-----6

SUBJECT INDEX (CONTINUED)

Stereotyping-----28
Supervision - Subordinate Relations-----27
Theistic Externality-----8
Values-----13, 24
Verbal Language-----4
Verbal Skills Curriculum-----9
Work Values-----17

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

This report presents an annotated bibliography of historical literature dealing with sociocultural issues involving Hispanics in the military. This bibliography contains nontechnical summaries of the research memoranda and reports obtain through the Defense Technical Information Center, Alexandria, Virginia. The summaries provide information on research problems methods and findings. Methodological details are generally not presented. No attempt has been made to make a critical evaluation of the studies or to pass judgment on the quality of the work. Some annotations have been adopted directly from abstract or

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